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ABSTRACT

Three papers presented during a one-day conference on professional development and continuing education in librarianship approached the subject from different viewpoints: the practicing librarian, director of an academic library, and dean of a library school. The conference was arranged for professional academic librarians who have sought answers to the question of how to satisfy conflicting application of FSA73-25, Personnel Plan for Librarians. Betty Blackman, who expressed the viewpoint of a practicing librarian, asserted that the responsibility for providing opportunities for professional development rests with the library administration, and the local, state, and national associations; however, the primary responsibility for participating in these opportunities must rest with the individual professional librarian. Roy Kidman, Director of Libraries at USC, spoke about the problems of library directors who must attempt to deal with individual needs in a large library setting. The final paper was presented by Dr. Robert Hayes, Dean of the Graduate School of Library and Information Science at UCLA. He spoke of the financial constraints of library schools and the problems faced when attempting to offer courses which would be useful in satisfying the needs of full-time employed librarians, and what happens when enrollment is insufficient to keep the courses in the program offerings. (Author/JPF)

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PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION IN LIBRARIANSHIP

Proceedings of a one-day Conference held at California State University, Los Angeles in 1976 sponsored by the State University and Colleges Librarians Chapter of the California Library Association.

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Mary D. Walters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Edited by Mary D. Walters

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PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION IN LIBRARIANSHIP

(Proceedings)

Edited by Mary D. Walters

Introduction

The professional librarians in the California State University and Colleges System, faced with the dilemma of a "Catch Twenty-two" FSA73-25 Personnel Plan for Librarians, its misinterpretations and misapplications by each of the nineteen colleges and universities, have continued to seek the answers to the question of how to satisfy conflicting application of this Personnel Plan. It is no small wonder then, that more than one hundred professional librarians turned out to hear how the practicing librarian, the director of the library, and the dean of the library school viewed professional development and continuing education in librarianship.

Presenting some of the most useful information on the views of the practicing librarian was Betty Blackman, Collection Development Librarian, California State University, Long Beach, who asserted that the responsibility for providing opportunities for continuing education and professional development rests with the library administration, the local, state and national professional associations, but the primary responsibility must rest with the individual professional librarian. Roy Kidman, Director of Libraries, USC, spoke about the problem of library directors who must attempt to deal with individual needs in a large library setting. Dr. Robert Hayes, Dean of the Graduate School of Library and Information Science, UCLA, told of the financial constraints of library schools and the problems they face when attempting to offer courses which they feel

would be useful in satisfying the needs of the full-time employed librarians and what happens when enrollment is insufficient to keep the courses in the program offerings.

One of the greatest concerns facing professionals in all areas is how to keep abreast with the constant changes in the profession and maintain a full-time job. Additionally, there is the need to satisfy the requirements in the Personnel Plan for CSUC librarians, who are "not quite" faculty or staff, without the benefits of sabbaticals, no time off for research, but who would like to continue to publish and respond to requests for consultative services, and likewise continue some form of continuing education while fully employed.

It was a lively conference. Each participant expressed appreciation to each speaker for the frankness displayed in each presentation and promised to be more vocal concerning individual needs, whether to the library director or the dean of the library school. Each conveyed the hope that library schools would communicate with the full-time employed librarians before deciding on what courses to offer for the working librarians. This input would likely result in fewer cancelled courses by library schools from lack of enrollment. The library directors were urged to be supportative of the working librarians by insisting on sufficient funds are made available for travel to local, state and national professional library association meetings, time off for research and publication, fee-waver for courses which could enhance the librarians performance on the job, and provide promotional opportunities in the librarian's work place.

THE PRACTIICING LIBRARIAN'S POINT OF VIEW, Betty Blackman, Collection Development Librarian, California State University, Long Beach California

When I was asked to participate in today's conference I wondered why I had been asked to give the librarian's point of view, since it was obvious from the program that there would be other librarians participating in the discussion. My semantic reactions were immediate. My charge must have the working librarian's point of view. Yet this disturbed me even more than the first assumption. Having just spent an entire semester trying to establish an epistemological profile and still feeling somewhat dizzy from the throes of general semantic theory, I reflected on dear Professor X's warning that words change their meaning, men (sic) change their knowledge of things, but things do not change their ultimate meaning.

Reflecting on this meaning further, I hesitated for a moment and then decided it would be a good time to examine, not only the attitudes of others, but also my own feelings about continuing education. Hence my working title: PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION IN LIBRARIANSHIP, one working librarian's point of view.

At the time I accepted this speaking engagement, I was going through some rather serious searches about my own needs and future plans - ten month option assignment, and the like. As I look back at where I had been, in terms of continuing education, it seemed like quite a challenge.

My own thoughts were clear and simple. Learning, if it to remain viable and meaningful, ought to be a lifetime habit and one's professioanl needs ought to be at the top of any lsit. But what does continuing eduaction and professional development specifically have to offer - one working or practicing librarian?

Let us examine several definitions to establish an over-arching theoretical framework. In Good's Dictionary of Education we find the following definition:

> A continuing education of adults for occupational upgrading and improvement conducted by a wide variety of institutions, organizations and businesses usually consist of short term intensive specialized learning experiences, often categorized by general fields of specialization, such as continuing medical education or continuing legal education.

Good's definition appears comprehensive enough - in fact, comprehensive enough to include something for everybody. The Encyclopedia of Education includes the definition specifically constructed for professional librarians, which is, whether the student of library science receives a Ph.D., a DLS, a six-year certificate, or a Master's degree, he or she has only begun a lifetime offering of continuing education.

In-service training programs, conferences, workshops, institutes, seminars, short courses and extension courses abound and to that we might add, abound as means of insuring professional competence and improving library services.

Elizabeth Stone, Chairperson of the Graduate Department of Library Science of the Catholic University of America has done numerous studies on staff development in continuing education. Her introductory remarks in the proceedings of Micro Workshop and Staff Development, held in Detroit in 1970, and entitled: New Directions in Staff Development included the following over-arching framework or assumption as she called them: (1) that continuing education for personal development is an important commitment librarianship must face today,

(2) that in librarianship we are a long way from realizing the potential represented by the human resources now employed in libraries, and (3) that the American Library Association has a role in personnel development, and as our leading profesional body, it should emphatically foster education, continuing education for its members.

Now as we examine these concepts, beginning with the commitment which librarianship must face, we must also be reminded that most of library education and training becomes obsolete in a short time. Those who received formal library education just five years ago will probably attest to the fact that additional education is essential in dealing with the real world of events - it should never cease. Likewise, new usage demands and identity of non-users are constantly on the increase. Failure to further one's education, to update skills, to meet the needs of these new users will result in user's dissatisfaction or under utilization of library resources. Therefore, increasing the comprehensiveness, quality or availability of staff development and continuing education opportunity is essential for librarians in the field, if our profession is to continue to serve effectively and maimally the needs of our present day society.

We need to examine however closely, Stone's second assumption about how far away the profession is from realizing the potential represented by the human resources now employed in libraries. This is a need common only to libraries. At California State University, Long Beach for example, the faculty in the School of Business Administration changed the title of its Department on Manpower Management to the Department of Human Resources. Since staff and personnel development is about people, the title change was a natural one. It is

natural if one is to appear to change. McGregor in his Human Side of Enterprise certainly set the pace for such awareness. But change has often been slow. The depersonalization of some early management styles is slowly beginning to disappear because human beings in the work force are no longer satisfied to be simply a half person suspended at the bottom of the hierarchical frame. It is safe therefore, to say that the emergence of modern organizational theories provides an avenue to rectify the past underutilization of human resources in libraries. Where such change is not taking place in participatory management, management by objectives and the like, administrators ought to be mandated to update their managerial skills. Since the proliferation of new theories and new ways of interpreting these new theories, whether they reflect some of the traditionals, transitionals, or the institutionalist viewpoint, management education ought to be a continuing process.

We live in a world of constant change and adaptability becomes a key word in context for meeting this change and the organizational climate must be structured to adequate opportunities for staff development and professional growth. Adaptability without the application or input of on-going human scientific research is something libraries can ill afford. Maximizing the total work force, technical and human resources, is the answer to providing maximal and quality service to library users.

Other plus factors are obvious if one considers participative management for instance as supplements to in-service training. It is said, mutual trust and confidence between superiors and subordinates motivates employee, improves communication, enhances the decision-making processes and improves the quality of the decisions which are

reached and creates a climate of better goals determined. Often this must be examined in light of specific needs of a given library but employees must be aware of individual differences and the importance of individual self actualization as well as group satisfaction and productivity.

The library manager must keep in mind that he or she has the responsibility to the readiness of the staff to accept change, hence library managers could and should encourage training and development programs. They can proliferate those participatory mechanisms to effect a smooth transition for the anticipated change and they can and should continue to examine their effectiveness in this area. This, of course, brings us to Stone's final assumption regarding new directions in staff development wherein she states that the American Library Association has a role in personnel development and as our leading professional body, it should emphatically foster continuing education for its membership. There is no dispute about the role our professional associations must play in personnel development. The leadership for such a role should begin with our state and local associations, regional and the like, also have an obligation to assume responsibility in providing opportunities for professional development. This may be done by implementing such programs through committees on professional standards. Their effectiveness, however, must be judged by the membership of each group. We submit that the quality of programs depends on the strength and the input of the respective members of each association. In support of the needs of librarians, it is common practice for the American Library Association and other professional organizations to

sponsor institutes and seminars. Many of these have become a permanent part of annual conferences, either preceding or following these events. I agree with Stone concerning the role of the associations, but I would like to place the initial burden of responsibility upon the individual librarian; secondly, the library administrators; and lastly, the associations. But I would also give people weight for each area of responsibility: the individual, the system, or the institution, and the associations.

Beatrice Simmions, writing in Catholic Library, October of 1971 on the subject - and I also agree with her - states that continuing education is a responsibility shared by individual librarians; by the organization for which the individual works, by the library schools, and by the professional library associations. Some librarians may need encouragement if they have exhausted the obvious motivations, i.e., a chance for self-assessment, for promotions, for professional and social self-fulfillment. The employer has an obligation, as indicated, to provide in-service training which should be an integral part of the library's program. We need, however, to examine the meaning of in-service training since it should go beyond an introduction to the staff and a walk to the principal points. It should also cover not only orientation and introduction to other personnel but also training to increase efficiency. Training for promotion and training for supervision are continuing processes. Staff should be encouraged to take advantage of college course offerings which have some relevance and funds ought to be available for such activities when possible. Sabbatical leaves with proper funding should also be available as should special provisions

for needs of individuals. Professional reading and professional affiliations and activities, such as membership on committees should be encouraged and further, the library manager should support attendance at lectures, conferences, institutes, etc., including some allowance for travel and other related educational experiences.

Simons also emphasized the role of library schools for continuing education. To be effective, course offerings must be relevant to insure adequate background and preparation. A heavy emphasis on poor curricula leave little room for more relevant courses. A recent examination of graduate library schools located throughout the country, revealed an amazing phenomenon showing no change to considerable change. Some inroads. however, are gradually being made through the American Association of Library Schools and new programs having been reported in the Journal of Education for Librarianship. For example, the University of Kentucky has a Director of Continuing Education in its College of Library Science - a beginning.

If opportunity exists for educational enlightenment, what then are some of the constraints facing librarians in the field? What prevents concerned librarians from participating in continuing education? Those obstacles most frequently cited in the literature show lack of, or insufficient funds, inadequate release time from work assignments, and location of meaningful programs. Are there solutions? Perhaps. Continuing education is multi-ordinance. If librarians are unable to attend certain conferences, workshops, seminars and the like due to distance and lack of flexible schedules, they can address these issues in the meetings of the professional associations; they can investigate the availability of training or travel funds in the college or university budget; they can seek funds through local, state, or federal grants to conduct their own workshops and seminars. They can

voice their needs in staff association meetings through participation in relevant university councils, through insistence upon participation in program planning and goal setting in their own library; and they can seek help from state and federally funded continuing education programs. Librarians must let their needs be know. A recent survey of the library literature revealed that many library managers are still giving "lip service" to staff development. Where this exists, librarians should and must speak out!

Additionally, librarians must be aware of the sources of information which provide data about continuing education activities within their area. We must also encourage those who plan such programs or activities to provide enough lead time about these programs to have sufficient advance notice so that when scheduling guest time, arrangements can be made for interested librarians to attend.

We must also support the policy that staff development should include more than a select few so that all librarians are entitled to attend lectures, seminars or relevance to their profession for growth and development.

A final observation, practicing librarians must keep abreast of major supportive agencies such as the Council on Library Resources, Inc., which is one of many, but still offers its three annual mid-career programs, event study program, the academic library management intern program and the fellowship program. The concluding note, librarians will want to watch CLENE, a Continuing Library Education Network and Exchange, sponsored by the National Commission on Libraries and Information Science. Its initial project for CLENE was conducted by Elizabeth Stone and the models from that study, which she derived, was made from a survey which she conducted in 1974.

It is interesting to note that special libraries and many other professional organizations are now beginning to adopt models from them and you may be interested in checking these findings.

CLENE is a membership organization which offers some unique services; (1) national exchange of information about continuing education and programs, resources and services, (2) national forum, the assembly, the first of which was held in January of 1976, to interchange of ideas and experiences, (3) consultation to help explore alternative forms of continuing education program evaluation, (4) liaison between education and federal organizations and professional organization and allied disciplines, and (5) identification of major needs or various areas groups, and finally CLENE offers newsletters and reports. Within our own California State University and Colleges system, librarians will want to follow closely the implementation of the ten-month work year, which will allow time for continuing education and professional development.

This concludes one librarian's view of "Professional Development and Continuing Education in Librarianship."

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THE DIRECTOR OF LIBRARIES POINT OF VIEW, Roy Kidman, Director of Libraries, University of Southern CAlifornia, Los Angeles

I accepted this invitation to speak on the director of libraries point view on Professional Development and Continuing Education in Librarianship because of all the resources available in libraries, staffing probably has the greatest potential for development. In a typical library budget, approximately one-third goes to resources, essentially books and periodicals, and two-thirds goes to staffing. Change in a library can be achieved more

quickly by changing staff and staff attitudes. A library staff can change very quickly if it can be excited into utilizing available resources which will help develop and realize individual potentials. It takes a decade or more to change a library's collection, so it would seem if change is desirable, staff is the logical place to begin.

Today, I propose to convince you what many of you already know - that the real problem is the library director. Since my point of view is that of the library director - and you know what a library director is - he or she is the person who immediately takes credit for things done well and cheerfully delegates any responsibility for things that go wrong. Just to stay even, mention should be made of the definition, not of a professional librarian, but of a professional chemist. A definition on a recent cover of Chemical Engineering News, read: "a professional is a duck who wants to be treated like a swan."

With these preliminaries out of the way, I have come not to talk about the literature of professional development and continuing education in Librarianship, but to talk of my observations, as a library director.

In this context, as I perceive it, library administration is a relative term. How much personal influence a library administrator has on the staff depends to a large degree on the size of the staff. A recent report of the Association of Research Libraries indicated that the median staff of eighty-eight academic libraries is 232 full-time equivalent employees. At USC, 200 full-time staff and over 200 part-time students. We cannot disregard student assistants because they are, very much, a part of what we do in libraries and frequently, in large academic libraries, students may be the only staff in a branch library during some hours, so their work is not inconsequential. According to this report, the professional staff

median for ARL is 62, - at USC there are 76. With a staff that size, one of the great difficulties is the individual who wants very much to be treated as an individual. So the approach, because of size, must be largely structural and statistical, and everyone detests being treated in this way. This does not set well with a staff which is more interested in the humanistic approach.

The herding instinct among intellectual people, such as librarians, is not well developed. They are sought for their individuality and they respond as individuals.

Library administrators can do something about continuing education for themselves because it is necessary for them to stay abreast of changes in library management as well. I personally seize any opportunity to take courses offered on public administration with a strong emphasis on personnel management and organizational structure.

Many of our problems are related to our timidity in pursuing alternative organization models. In large libraries, particularly in technical services, we have followed specialization models. Many of these processes have many of the characteristics of assembly line functions, the requisite to boredom and lack of motivation one would expect. A more knowledgeable approach could lead to alternative organizations with better orientation around a total operation and perhaps with better productivity. The library director should take a stronger interest in developing background information on potential employees. Most depend on personnel departments to do the original screening especially for our clerical staff. An examination of that process raises doubts, since many of the tests used are unrelated to clerical skills used in library work, and yet this pool of candidates from which we select determines the quality of potential employees.

Library administrators need more training in research methods and statistics if we are to deal effectively with our staff. We need to develop a research and development function, the same as industry. Research coming from library schools, although there is evidence of improvement, is still disappointing.

From these examples it is clear that for every professional librarian there are four or five persons to be supervised and if one takes the fifty or more professional librarians, say at USC, over one half would be in charge of a department or branch library. How many professional librarians went into librarianship prepared to be supervisors? I certainly did not and I would guess that many of you did not - we followed the path of least resistance. The path available to prestige and salary essentially was to accept management responsibility. Yet almost all of us have subject rather than management backgrounds and we find ourselves placed in positions of, either being sensitive to our experience in being able to relate to people or somehow, build an expertise of management through trial and error.

I suggest we get away from the traditional structure we now have in library organization. Organize around the subject background that most of us possess, which is what the teaching faculty does. If we organize academic librarians around clusters of subjects we will have professionals in that department who are responsible for selection, interpretation of the collection, or utilization of the collection. We would then have the kind of climate most librarians would be motivated to respond to, their background and interest, independent of their profession. This means that other parts of the library would be structured along management lines, including those professional librarians who are praticularly interested

in becoming managers. Continuing education would then be clustered around subject and management goals. Traditionally, libraries have developed along these lines. Many have and are providing time for professional librarians to take classes in management. This does not necessarily mean that library directors should pursue a degree in management in order to become good managers, however, it is good practice to attend workshops, seminars, lectures, etc., which give a basic background on dealing with the needs of personnel.

This brings us to participation in library management. We see more and more teaching faculty, demanding voice in the administration of the college and univeristy. The pattern is well established. In the future, administrators will probably have fixed terms of from three to five years and will require a "vote of confidence" to remain in a position. In many libraries, professional librarians are participating in administrative decisions through such instruments as administrative committees of the library as well as faculty committee within the university. Release time is granted for participation in committee work. The library director has the responsibility to encourage these kinds of professional activities.

Another area which affects us in library development as well as professional developemnt is the affect of technology on libraries. Many librarians now have at least a conversational contact with computer technology and system analysis. Here are areas that present opportunities for extending our education from the traditional concept of education for librarianship. When the Library of Congress discusses closing its catalog and going to a machine readable form of catalog, we see how far we have come in utilizing the technology available to libraries.

I am really quite impressed with the fact that most librarians now at least have a kind of a conversational contact with computer and systems analysts. They may not like it and they may be still a little afraid of it, but I don't think they can be conned quite so easily as they were before because they do know enough about it to converse about it and I think they are going to be capable of handling that. I seen microforms as an area that we have sort of lived with but which may have a lot more impact on our lives in the near future than it has had in the past. Consequently, when you hear that the Library of Congress plans to close its catalog and go to some form of machine readable or microform we begin to see that this is an idea whose time has come. It would be hard for most of us to go back and put our traditional catalogs in machine readable form because of cost. It might be possible to film those and put the rest in machine readable form in the future. We are not very knowledgeable, as a group, about the technology of microforms and there are many problems that have not been solved.

We are going to be involved in telecommunications. If you have talked to anyone who has been involved with the OCLC operation, you will learn many of their difficulties are related to Ma Bell. They have had others, but I think the whole issue of whether we are going to be able to cope with telecommunications, as the system begins to develop, is going to be very interesting. It appears that it will be funded and there is a possibility of a union cataloging machine readable form being available in this State soon for inter-library loan. It's going to have a terrific impact on what we do and we are going to have to be involved at least to the point that we know what we should be doing and what we shouldn't so

that the technology doesn't take over--the profession is still there. Let me mention one thing in closing. I get the impression in talking to professional librarians, particularly to department heads and to branch librarians, that they think that out there someplace, there is some sort of secret formula that is going to solve all their problems with the staff. Some handbook, some structure of some kind, some procedure that will make it possible to deal with all the little problems that come up from day-to-day. Let me assure you that all of the techniques, all of the reorganization, all of the management methods are not going to make the people problem go away, and thank heavens they won't because people are what count in this profession.

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THE DEAN OF THE LIBRARY SCHOOL'S POINT OF VIEW, Dr. Robert M. Hayes, Dean of the Graduate School of Library and Information Science, UCLA

Because I am last on the schedule gives me the advantage of being able to draw upon what has been said before, but then it turns out that everything I wanted to say has already been said. I am not sure, therefore, that my comments will add much more but I will try to present the Dean of the Library School's view. In presenting the Dean's view, I must also add that it will be a very personal view; that is, it will be my own. I cannot presume to speak for deans in general. As a matter of fact, I am not even sure I am qualified to speak for deans at all. The creditation committee was very careful to point out in their report on the Graduate School of Library Inforamtion Science that the new dean was not a professional librarian, in fact, had never worked in a library or other information activity. They left it as their statement in the report.

I was greatly impressed with Ms. Blackman's presentation and her very complete and thorough coverage of the subject. I was also very pleased with a statement she made concerning the meaning of words. I learned long ago never to ask what a word means. I always ask what a person means when a word is used. I believe that was what she was saying.

Continuing Education, I am afraid, is somewhat like motherhood--we're all in favor if it; it's a good idea. Then, having said that, we proceed to take the pill to avoid it. The context which I have tried to visualize Professional Development and Continuing Education in Librarianship may come as a surprise to you; but it is indeed the context that I visualize. About a year ago, I was asked to participate in the meeting of COPEC, a Committee on Professional Equivalencies and Conferences. One of the principal issues raised, which is one clearly of interest to the Deans of Library Schools, is the validity of the MLS as a requirement for professional employment. Since then, that same issue has arisen in other contexts -- the University in particular -- when staff of the University Library without the MLS perform professional work. I must confess that my own view may come as a surprise to you, I am not sure that the MLS, as a requirement for professional work, is valid. In fact, the requirements for professional work should be established in terms of functional requirements. Requirements of the position, in terms of expertise, requirements of flexibility perhaps, requirements for management capability, since, most or at least, many professional librarians end up with that. The MLS, in a real sense, simply represents a clearly identifiable means of getting started in professional work. That then says that the burden of professionalism lies not in the MLS, and not

even necessarily in what people are doing, but in the very process of continuing education. So, in my view, continuing education in librarianship becomes very much a parallel to continuing education in the other major professions, such as law and medicine, in which continuation in the profession requires continuing education. I think this is important not only for the professional librarian but for the career ladder for the people who wish to move forward from non-professional to professional positions. It seems very possible that continuing education might provide the vehicle by which such career development, professional development might be accomplished. When viewing this from the standpoint of a library school, and as the Dean of the Library School, continuing education is critical to professional development as well as in the evaluation of the professional. Perhaps, in a sense, we must also talk at some point in time about continuing education as an essential element in certification and perhaps in continuing certification. This is the context from which I come which, incidentally, I did not start with. When I became Dean of the Library School, I said that continuing education is important to professional development and the library school has a responsibility to participate in continuing education. We will do what we can but since then it has become increasingly important. In my view, I'm not sure the library school provided the answers or at least even part of the answers. I place most of the burden on the professional societies and the need to identify the requirements of professionals for making the proper opportunities available for professional and non-professional staff to gain continuing education but that requires a commitment of resources which I think many libraries will find it difficult to make available. It is also the responsibility of the library administration, to make the resources available and providing time, released time with the

financial support required. These are the obligations of the library. Well, turning perhaps to what is more directly the kind of thing you had in mind in asking the Dean of a Library School to present his view; what kinds of support or participation can a library school provide in a continuing education program, identified hopefully by the profession and not by the library school? It happens that it is not that simple, in fact, the library resources of the library school are identified in terms of the requirements of the degree program, faculty, financial resources and continuing education are not high on the order of priority of the University in its financial support or faculty/FTE availability. We did make one effort in the Univeristy to provide facilities in support of continuing education. You may have heard of or are familiar with what is called the Extended University. I am going to draw a distinction between the Extended University and University Extension. I may appear to be slicing paper the long way but that distinction is an important one. The Extended University was a program established in the University a few years ago to make the resources of the University more widely available, and, in particular, for purposes of continuing education. The aim was to provide faculty, faculty/FTE who would be located at different geographic locations and would teach courses at times that would make them more accessible to the profession or at least to the persons working. The governor saw fit to eliminate the funding of the Extended University and the result is, the Extended University program is moribund if not dead as of this time. The support of those students has been absorbed by the Univesity and it is going to have the low priority that historically it has had. I mention that because when I became Dean, one of the things I looked to, as a means of providing continuing education as an aid to professional development, was the Extended University because it would

provide the resources to develop courses and make them available for that purpose. That has essentially evaporated. A second approach, the University Extension, is the only means by which we can provide support for continuing education. I must confess, unfortunatley, it is not that simple. The availability of courses through the University Extension is far less than I would like it to be or what continuing education programs ought to be. It is a matter of finances more than anything else. To offer a course, there must be an ample number of students. The question now is, how much committment does the library profession have, to professional development and therefore, how much interest in taking such courses? The enrollment in our courses, provided through University Extension, has been adequate but hardly enough to justify a full scale continuing education program. What about summer sessions? Summer session permits us to offer courses under the auspices not of University Extension, but the school offers courses which are oriented toward the needs of our MLS Program, many of which are of interest and value to the professional librarina. Here again, we run into problems, not answers, just problems. Namely, in order to financially support the summer program we must offer courses thich are oriented toward the needs of our students, for example, or have a very broad appeal. It is not clear, as with University Extension, whether we will have sufficient students to justify offerings. Some years ago we initiated in the Library School at UCLA a sixth year program called Certificates of Specialization. The aim of which was to meet, at a fairly formalized level, the needs of Continuing Education a particular specialized education in specialized areas. These have been less than successful in terms of the number of students that have come through them. Initially, we had

students because there was federal support which would provide release time so students could come full time for the post LS Certificate but once the federal funds were eliminated or at least greatly reduced, that source of students disappeared. The number of students we have had going through the Certificate of Specialization programs have been much less than we would normally have wanted. Yet we feel they provide a very important kind of continuing education. I have reviewed the kinds of formal means by which we can provide continuing education. What about the informal means? Here we provide a series of colloquiums, one-day sessions, meetings in the afternoon, at which time important problems are presented and solved. Again, I must confess, the turnout of the profession, although we had advertised them quite well, has been far less than we would have expected. It may be the content of those colloquiums was not of great interest, however some appeared to be in areas of great interest - such as Intellectual Freedom and Cable Television - to name a few.

I do not intend to leave you with the thought that all we have are problems. I do want each of you to realize that, from the standpoint of the Library School at UCLA, at least the Dean of the Library School feels Professional Development and Continuing Education in Librarianship, although it is like motherhood, it is very difficult to bring to reality, it is good, it is something we all want but does the Library School or the University provide courses or other forms of education in which professional development can take place. Believe me, it is not a matter of university faculty being the best resource to draw upon, in fact I suspect that the best resource to draw upon for faculty is the profession itself. So we have to provide means, incentives, stimulus for getting the involvement of the profession in continuing

education, not simply by saying it is a good thing but by actually doing something about it.

From the standpoint of the deans of library schools, we see our role or at least I see our role, as that of facilitating, of making resources available, or providing a variety of contexts in which continuing education programs can be put forward; in assisting in the management of continuing education and the like but the main stimulus, I feel, must come from the individual professional librarian, not from the library schools.

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